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Brandeis University Bulletin
Florence Heller
Graduate School
For Advanced Studies
in Social Welfare
1978-1979

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Focus & Objectives

The central organizing concept of the Florence Heller Graduate School's educational and research programs is social policy. Since its inception in 1959, the School has continually modified and refined the focus and boundaries of its activities in order to better understand pressing human needs and to develop appropriate and effective courses of action through which public and private institutions might better meet them. These efforts are to be seen in the School's overall approach to the study of social policy, its multidisciplinary resources, the design of its curriculum and research, the career orientations of its graduates, and the wide-ranging professional activities of its faculty and staff outside of the University.

The Heller School in all of its activities defines the major aspects of social policy as involving:

1. The *identification of social problems* and the demographic, ideological, and institutional factors behind them.

2. The development of *policy alternatives*, using knowledge of socio-political processes and economic and technical choices which differentially affect policy formulation and adoption.
3. The *implementation of social policies*, including program development, program planning and management, organization of administrative structures, and incentive structures impinging upon intraorganizational and interorganizational behavior affecting policy implementation.
4. The *evaluation of social policies and programs*, with emphasis on their effectiveness in meeting legislative intent and their distribution of costs and benefits among different populations and functions.

The School offers two degrees: a Doctor of Philosophy in Social Welfare and a Master's in Human Services Management. The Ph.D. program consists of training for advanced positions in policy analysis, administration, research, and teaching. The master's program prepares its graduates for middle

and upper-management careers in human services in government agencies and nonprofit organizations.

To enable students to understand the multifaceted nature of social problems and their solutions, the Heller School faculty is drawn from a broad spectrum of the social sciences and professions: political science, economics, sociology, psychology, law, medicine, social welfare planning and public management. At the School, conventional disciplines are integrated, exposing students to varying perspectives on social policy and thereby better preparing them to identify social problems and policy alternatives and to implement and evaluate problem solving initiatives. The School's curriculum is enriched by the substantive expertise of faculty and staff in a number of major human service areas: health policy and planning, long-term care, income maintenance and manpower

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planning, mental health and mental retardation, alcohol abuse, family policies, aging, and child welfare. While this is neither a fixed nor totally inclusive listing, students are able to specialize in these areas if they so choose. The School also provides courses in statistical techniques relevant to social policy research, advanced courses in quantitative analysis and the use of the computer.

The School was recently selected by the Ford Foundation as a recipient of a special grant to further its development in public policy. The support afforded by this grant plus the recognition of having been selected from a number of competing academic institutions permits the Heller School to move forward to adapt to changing environmental and societal trends.

In keeping with the School's commitment to training intellectual leaders in the field of social policy, Heller School graduates are expected to enter careers which provide opportunities for innovative activities contributing to future developments in both knowledge and practice. Most graduates are university-based teachers and researchers in various fields of social welfare and public policy or are managers of large and complex public agencies in the human services. Others are engaged in research and planning in major voluntary and other non-profit human services organizations.

In addition to its educational programs, the School conducts an active program of policy-oriented research related to its broad range of social welfare interests. Numerous research projects — many of them interdisciplinary — are continuously underway. These projects provide excellent opportunities for advanced students to work on a day-to-day basis with faculty members in areas of mutual interest, while, at the same time, making needed data and monetary resources available to those students.

Finally, Heller School faculty engage in extensive consultation, lecturing, and service activity outside the University. These efforts are made on behalf of governmental and voluntary organizations and are undertaken at local, state, regional, national, and international levels. The School's faculty members occupy prominent positions on governmental advisory commissions, task forces, and review panels. These outside activities, in addition to providing service to the larger community, frequently serve as channels for student training in research and consultation.

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Programs, requirements, fees and other information are set forth herein as they exist at the date of this publication. Brandeis University reserves the right to make changes without notice.

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Brandeis University admits students of any race, color, national and ethnic origin, sex, age or handicap to all the rights, privileges, programs, and activities generally accorded or made available to its students. The University does not discriminate on a basis of race, color, national and ethnic origin, sex, age or handicap in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other University-administered programs. Inquiries concerning discrimination under Title IX of the Educational Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973 may be referred to the Affirmative Action Coordinator, Brandeis University.

1978-79 Academic Calendar

Fall Term

| | | |
|-----------------|------------------------|------------------------------|
| Thursday-Friday | August 31, September 1 | Orientation, Ph.D. program |
| Tuesday | September 5 | First Day of instruction |
| Monday-Tuesday | October 2, 3 | Rosh Hashanah — No classes |
| Wednesday | October 11 | Yom Kippur — No classes |
| Monday | October 16 | Sukkoth — No classes |
| Monday | October 23 | Sh'mini Atzeret — No classes |
| Thursday-Friday | November 23, 24 | Thanksgiving — No classes |
| Wednesday | December 13 | Last day of instruction |

Spring Term

| | | |
|-----------|------------|---|
| Monday | January 29 | First day of instruction |
| Tuesday | April 10 | Last day of instruction before Spring vacation |
| Monday | April 23 | Classes resume |
| Wednesday | May 9 | Last day of instruction |
| Sunday | May 27 | Commencement |

Summer Term (Master's Program Only)

| | | |
|-----------------------|-----------|------------------------------|
| Friday | June 1 | Orientation |
| <u>FIRST SESSION</u> | | |
| Monday | June 4 | First day of instruction |
| Wednesday | July 4 | Independence Day, no classes |
| Friday | July 13 | Last day of instruction |
| <u>SECOND SESSION</u> | | |
| Monday | July 16 | First day of instruction |
| Friday | August 24 | Last day of instruction |

Ph.D. Program



Purpose

The Ph.D. program has been the cornerstone of the educational activities of the Heller School since its beginning. It was the expressed purpose of the Board of Trustees of Brandeis in approving the founding of the Heller School that it provide advanced doctoral training. Most students would already possess a graduate degree and would be experienced researchers, administrators, managers and other professionals engaged in social policy careers. While the initial backlog of individuals who were well into their careers and who wished advanced graduate training was gradually eliminated, the Heller School has continued to actively seek and attract a mature student body that brings to the School substantial knowledge of social issues and significant management and administrative skills. It is, however, extremely interested in those exceptional students who have recently completed an undergraduate program and have the ability to succeed in an advanced level doctoral program.

Full-time residence requirements are two years for students entering with a prior graduate degree and three years for others. In very unusual circumstances course work and the residence requirement can be completed in one year. For part-time students, the residence requirement is fulfilled when the necessary numbers of courses have been completed to provide the equivalent of full-time residence.

Requirements*

Students seeking a Ph.D. degree must fulfill the following requirements in addition to minimum residence as stated above:

- 1) Minimum numbers of semester courses: 12 for students entering with a master's degree in a relevant area and 18 for students who do not have such a degree.
- 2) Completion of a substantive paper showing evidence of capacity for independent scholarship.
- 3) An oral or written examination on the field in which the substantive paper is written.

- 4) A foreign language examination.
- 5) Completion of an acceptable doctoral dissertation.

Course of Study*

The Heller School offers an individual program of study designed to meet the needs of each student in relation to previous education and experience, as well as future goals. Students consult with an adviser in developing their programs and work with faculty committees in the development of their substantive papers and dissertations.

The curriculum consists of the following:

- (a) Core courses and sequences that provide background in the conceptual frameworks and tools of analysis relevant to the development of social policy.
- (b) Courses in specialized areas where the School is conducting research and training programs.

*The requirements are under review. Notification of any changes will be made before those admitted to the program are required to make their decision of acceptance.



(c) Tutorials arranged on an individual basis. The following courses are required of all students:

- 1.00 The Social context of Policy Issues — one semester
- 4.01, 4.02 Research Methods and Statistics — two semesters
- 4.08 Evaluative Research — one semester

Students who are able to demonstrate competence in the subjects covered by the required research courses may be exempted from those courses but not from the minimum number of courses as stated above.

Advisers have the responsibility to help students select courses that will best serve their particular goals in the School. Students are expected to acquire competence in: research and design methods; and the application of economic, political, and sociological analysis to social policy, planning, and management.

Admissions

Individuals wishing to be considered for admission should obtain an application form from:

Mrs. Frances Hahn
The Florence Heller Graduate School for Advanced Studies in Social Welfare
Brandeis University
Waltham, Massachusetts 02154
(617) 647-2944

Applications for full-time and part-time admission should be completed and returned as early as possible but no later than February 1, 1979. Admissions decisions will be made no later than April 1, 1979.

All applications are considered on a competitive basis. Preference in admissions is given to students who have had previous experience in social welfare or a related field.

The two major criteria used in considering applicants are:

- 1) academic competence to complete the work of the Heller School, and
- 2) compatibility between the applicant's expressed interests and career goals and the program of the School.

The applicant is responsible for furnishing official transcripts of all previous academic work, undergraduate and graduate. Either Graduate Record Examination or Miller Analogies Test scores must be submitted to the Admissions Office at the time the application is filed.

Master's Program



Purpose

The Master's Degree Program in Human Services Management was created in response to the growing demand for people trained in both the substance and management of human services programs. It combines courses in the techniques of human services management, social policy development and specific human services problem areas.

In 1979, programs in human services will account for over 40 percent of federal expenditures. Ten years ago, they accounted for less than 25 percent. This growth of federal spending plus an even greater acceleration at the state and local levels has resulted in the expansion of social welfare programs that are delivered by all levels of government. Similarly, the traditional voluntary or non-profit social service agencies have expanded. Even private profit-making corporations have begun offering certain types of human services programs such as manpower training or alcoholism treatment.

Human services organizations have become highly complex, requiring

managers with a mix of skills. Growing numbers of people require the rigorous, high-quality training that can provide them with the appropriate blend of management skills.

The Degree

Applicants for the Master's Degree Program in Human Services Management should preferably have work experience which includes exposure to planning, management, budgeting or related activities. Past experience indicates that this program could benefit those who have professional or graduate degrees — LLB, MPH, MSW or Ph.D. However, neither experience in the human services nor a graduate degree is a prerequisite for admission.

Most students will complete the required work within a 12-month period, which begins in June and encompasses two six-week summer sessions followed by two standard academic semesters.

A limited number of part-time students will be admitted and it is expected that they will complete their work within three calendar years of enrollment.

It is anticipated that most students, upon completion of their training, will seek employment as middle or upper-level managers in the human services field. A very limited number could be considered for admission with advanced standing to the Heller School Ph.D. program.

Admissions

All applications to the Master's Degree Program will be considered on a competitive basis.

The two major criteria used in considering applicants are:

- 1) academic competence to complete the work of the Heller School and
- 2) compatibility between the applicant's expressed interests, experience and career goals, and the program of the School.

Individuals wishing to be considered for admission should obtain formal applications from: Mrs. Frances Hahn
The Florence Heller Graduate School for Advanced Studies in Social Welfare
Brandeis University
Waltham, Massachusetts 02154
(617) 647-2944.

Applications for *June, 1979* admission should be completed and returned as early as possible, but no later than January 15, 1979. Admissions decisions will be made before March 15, 1979. The applicant is responsible for furnishing official transcripts of all previous academic work, undergraduate and graduate. Applicants are *required* to submit a recent (within the past three years) score from either the Graduate Record Examination, Miller Analogies Test, or any other standard professional school examination. These scores must be submitted to the Heller School by February 1, 1979.

Requirements

To receive a Master's of Human Services Management degree a student must:

- 1) Complete a minimum of 12 semester courses, including the following required courses:
 - 2.50 Financial Management in Nonprofit Organizations
 - 2.51 Management Control in a Nonprofit Organization

- 2.52 Problems in Public Management
- 2.53 Organizational Behavior
- 3.54 Economics for Human Services Managers
- 5.50 Analysis of Trends in Human Service Delivery Systems and 6 electives.

- 2) Complete a Management Laboratory Project. Under the management laboratory assignment plan, each student will be part of a team of students assigned to a human services agency. Supervised by a faculty member, the team will function as consultants to agencies on a management problem. Two recent examples: At the Boston Department of Health and Hospitals, the team was asked to reassess the organizational structure of the Community Health Nursing Services. Data on the health services provided by this agency were analyzed and staff and others were interviewed. A rigorous review of budgetary information was made to help analyze the cost effectiveness of services. The product of the team's work was an implementation plan for

management, including a new information system and organizational structure for the agency.

At the Boston Employment and Economic Policy Administration, a Heller School team undertook a massive data collection project covering 20 manpower programs authorized by Title I of the CETA program. Data included client-related information (i.e., the number of clients entering the program, the number referred to another program, the number placed in jobs, etc.); fiscal data (i.e., cost of program, cost per client placed in jobs and placed in skill training programs, etc.) and administrative data (i.e., staff/client ratios, etc.). After the data collection was completed, four of the major agencies were examined more extensively to assess the contract mechanisms by which the agencies are financed, as well as possible administrative and management deficiencies. The team then recommended corrective measures for these deficiencies.

Training Programs and Fields of Specialization



The School has organized curriculum sequences as well as research projects in a number of specialized fields. While many students select these areas, they are not necessarily limited to them. Individual programs of specialization may be developed in consultation with advisers.

Programs of specialization are supported in large part by training and research grants obtained from governmental and voluntary funding sources. A general description of each program follows.

The Economics and Politics of Aging

Research, career training, and public service activities in this program are focused on: public and private income maintenance programs; industrial gerontology; the current and future economic status of the aged; the political attitudes and behavior of aging persons and of aging-based organizations; the political processes through which policies affecting

the aged are developed; the inter-governmental, intragovernmental, and other organizational relations that are critical for the development and implementation of programs for the aging; and evaluation and impact research on policies and programs that may affect the aging.

Career training is carried out in collaboration with Boston University through a Gerontology Consortium, with stipends and tuition scholarships available through the Heller School. Specialized courses in the economics of aging and in the politics and policy processes of aging are offered by the Brandeis program. Relevant courses in the social and psychological aspects of aging are available through Boston University. In addition, students are encouraged to draw upon complementary resources of the Heller School programs in health, mental health, and income maintenance and manpower.

Child Welfare Administration

The increasing complexity of the administrative role in the design, implementation, and monitoring of

child and family service programs, and their linkage with other human service delivery systems, calls for the training of administrators at the doctoral level. The program focuses on the technical skills and substantive knowledge essential for leadership roles in the management of these services. Student stipends are available under a grant from the Office of Human Development (HEW).

Public Service Management

The U.S. Office of Education provides the Heller School with both institutional grant support and several Public Service Fellowships. The objective of the program is to train people who will enter administrative positions, especially government agencies. The program aids curriculum development and supports students in the master's and Ph.D. programs.

Income Maintenance and Manpower Planning

This program is designed to develop administrators and evaluators of income maintenance programs. Course requirements include Labor Economics, The Public Sector, and The Design of Income Maintenance Programs. Recent graduates of the program have been chosen for key administrative positions in state and federal agencies responsible for income transfer programs, or are involved in teaching and research.

Public Policies and the Family

Policy makers and analysts are increasingly concerned about the effects that governmental policies and programs have on American families and, conversely, about the need to consider changes in the family in devising policies. This program offers training in policy

analysis and research concerned primarily with the well-being, functioning, and structure of families of different socioeconomic groups.

A limited number of stipends and scholarships are available under a grant from the National Institute of Mental Health.

Policy Studies in Health Care

The core of this program is a two-semester sequence in which the economic and political foundations of the American health system are analyzed, followed by an in-depth review of the issues involved in long-term care and health planning. Given this background, a student may elect to specialize in the areas of alcoholism, mental health and developmental disabilities or continue studying broader based issues, such as national health insurance, health planning, long-term care or other national health care problems.

Integral to the Health Care Policy Training Program at the Heller School are its two research institutes, the Levinson Policy Institute, and the Center for Health Policy Analysis and Research.

Research assistantships are available under grants from The Robert Wood Johnson Foundation, the Health Care Financing Administration (HEW), the Administration on Aging and the National Science Foundation.

Policy Analysis in Alcoholism

The program is intended to provide a core of specialists at the Ph.D. level trained as social policy analysts in the field of alcohol studies.

The training program provides: a grounding in evaluation methods including research design, statistical methods, and use of the computer; an introduction to social science theories and their application to alcohol use and abuse; training in social policy, planning and social welfare and basic experience in social policy analysis in alcohol related areas.

Specialized courses in the area of alcoholism are required. In addition, students are expected to

complete a substantive paper dealing with a policy issue in alcoholism which serves as a means to qualify them for dissertation work. The dissertation must include analysis of a policy issue that is of concern to the field of alcoholism. A limited number of student stipends are available under a grant from the National Institute for Alcohol Abuse and Alcoholism.

Mental Health

Community Mental Health or Mental Retardation [Department of Mental Health]

This training grant provides tuition and living stipends for a limited number of students who are interested in conducting projects under the guidance of the Heller School and the Massachusetts Department of Mental Health. Currently, the projects are oriented toward evaluation and planning studies or developing management information systems.

Students who are interested in the training grant should have some background in the area of mental health and a commitment to developing their skills in this area, particularly in research or information systems. Although there are no course requirements, students are encouraged to take more than the minimal number of research courses and to participate in courses concerned with mental health.

Training in Community Mental Health Administration [National Institute of Mental Health]

Training is designed to prepare students for careers in administration, planning and research in community programs for the mentally ill and mentally retarded. Courses are offered both in mental health policy and management. Tuition and stipends are available for a limited number of students.

Mental Retardation and Developmental Disabilities

This program trains individuals as researchers, planners and administrators in the fields of mental retardation and other developmental disabilities.

The program offers a number of specialized, advanced courses in mental retardation and other developmental disabilities; faculty tutorials on particular individual interests; independent study using the program's unusually thorough and extensive resource files; and many other community, state, and interuniversity resources with which the program and the Heller School have collaborative arrangements. The mental retardation program through the Heller School is affiliated with the Eunice Kennedy Shriver Institute for Research on Mental Retardation.

Under a grant from the National Institute of Child Health and Human Development, student stipends and tuition scholarships are available for a limited number of qualified individuals through the Heller School.

Research Activities



Numerous research activities are continually in progress. The following highlights some of the efforts currently underway. Faculty members or divisions of the School responsible for each study are indicated in brackets.

Health Policy Studies [Center for Health Policy Analysis and Research]

The Heller School in conjunction with Boston University and the Massachusetts Institute of Technology established the University Health Policy Consortium in 1978. The Consortium was designated as the first Health Care Financing Administration (HEW) Center for Health Policy Analysis and Research. The Center will assist the federal government in evaluating and conducting national health policy analyses and short-term research projects. The five-year HCFA grant requires special emphasis in three areas: long-term care, health care quality and effectiveness, and regulation and reimbursement. The core of the Center and the long-term care

activities are housed at the Heller School. Dr. Stanley Wallack is the director of the Center and Prof. Robert Morris, the director of research efforts in long-term care. Dean Stuart Altman is the chairperson of the Board.

The Consortium also was awarded a one-and-a-half-year grant by The Robert Wood Johnson Foundation to study rural health care. This study is designed to document the financial plight of rural health clinics and to develop methods of reimbursement that would make well-managed, efficient clinics financially self-sufficient.

The Economic Impact of Private Pensions [J. Schulz]

This project investigates the effect of private pension plans on the economic well-being of the American elderly. A micro-simulation model of demographic, labor force, and pension variables is constructed to help determine the interface between social security and private pension benefits.

A related project focuses on women. Half of the aged who are poor today are widowed women.

Provisions for survivors in pension plans, public and especially private, are important determinants of their income. But private pension plans generally have limited survivor benefits. This study systematically determines the nature and amount of benefits available to survivors, exploring both the characteristics of private pension plans and the procedures and information provided retiring employees.

Work Experience Program Evaluation [B. Friedman, L.

Hausman, A. Hahn]
Several Heller faculty members received a grant from the Department of Labor to study the experimental Work Experience Program (WEP) in the Commonwealth of Massachusetts. This is a controversial program in which long-term unemployed fathers will be required to work in order to maintain their eligibility for welfare payments under Aid to



Families with Dependent Children-Unemployed Fathers (AFDC-UF). It has been argued that the work experience so obtained will improve chances for regular employment. However, there is currently no evidence on whether this is the case. The Commonwealth has agreed to conduct a controlled experiment of the program which will then be evaluated at the Heller School. The experimental design calls for comparisons between experimental and control groups as well as careful

monitoring of the actions of all involved: state welfare and employment service workers as well as the actual program clients. The research effort in the Heller School will extend over two years. It should provide substantial information on whether WEP is successful in encouraging work effort and on the kinds of pressures and burdens such a program imposes on its clients.

Estimating the Costs of Home Health Care [Levinson Policy Institute]

This two-year study aims to develop better information on the home care needs of the elderly, and to assess the current level of professional agreement about what older people require to remain outside nursing homes. Eighteen different physicians, hospital discharge planners, and home health agency care planners individually prepare detailed hypothetical home care plans for each of 60 patients about to enter nursing homes from seven different Massachusetts hospitals. Inter- and intraprofessional reliability is measured.

Patients and members of their families are interviewed to learn

their hypothetical requests for home care services. The cost of services prescribed by each professional is compared with the costs of services selected by patients and by their families. The costs of all hypothetical home care plans are compared with the costs of institutional care the patients in fact receive.

Early results suggest that while home care on the average is no more costly than institutional care, even for patients who are quite old and frail, there is a considerable range of disagreement regarding the types and costs of home care services prescribed by professionals.

Mental Retardation

[A. MacEachron, G. Dybwad] The mental retardation section is currently engaged in three research projects involving: (1) The impact of changes in physical environment and administrative practices on client behavior in institutions for the retarded. Initial results indicate both types of changes have a positive effect on

adaptive behavior and little or no effect on maladaptive behavior; (2) The process of deinstitutionalization for retarded clients. While placing clients in the community is not overly difficult, the ability of community service systems to plan and coordinate adequately for the total needs of the client is still in an early developmental stage. Some of the difficulties facing communities are legal constraints, lack of fiscal support and unionization of workers; (3) A survey of mentally retarded offenders in four northeastern states. Preliminary results show that states vary markedly in length of sentence, recidivism rate, and use of rehabilitation programs for such offenders and that social and legal factors play an equal role in predicting these outcomes.

Ethnicity and Mental Health

[J. Spiegel, J. Papajohn]
Research is being carried on with respect to cultural value orientation and attitudes towards health and mental health among two selected populations. The first consists of a sample of Portuguese from the Azores who have migrated to the Cambridge/Somerville (Mass.) area over the last decade. This population is being compared with a matched sample chosen in two villages in Sao Miguel, Azores. The second sample consists of recently arrived Hispanics, mainly Puerto Ricans, living in Chelsea, Mass. An attempt is being made to compare this group with a matched sample of Chicanos living in the Southwest.

In conjunction with the research, mental health personnel from a variety of disciplines will be trained in this new sub-area, ethnicity and mental health. The training focuses on subcultural factors in the provision of mental health services — in diagnosis, in individual and family therapy, in long-term care, and in crisis intervention.

Adolescent Pregnancy

[L. Klerman]

The problems associated with adolescent sexuality, pregnancy, and childbearing affect many areas of social welfare. Research efforts of this project were initially concentrated on the outcomes of adolescent pregnancy in terms of the physical health of mothers and infants. More recently, the effects of intervention programs on educational achievement, employment, and subsequent fertility have been studied. It was found that programs providing intensive, coordinated care could reduce medical complications and have short-term positive effects on continuation of education and delay of subsequent births. In the indigent, minority populations studied, however, these gains frequently were not maintained. Current projects will assess the socioeconomic factors leading to high rates of adolescent pregnancy and the possibility of preventing such pregnancies through a community based program. A major concern is the inability of many studies to distinguish between the effects of

poverty and racial discrimination and of early parenting *per se*. Future studies will attempt to separate these factors of the mental health of young mothers and the educational achievement of their infants.

Barriers to Supervisory Utilization of Occupational Alcoholism Programs [N. Kurtz, B. Googins]

The major purpose of this research — being carried out at a large public utility in the Northeast — is to analyze and differentiate barriers to the implementation and utilization of occupational alcoholism programs. The research centers around the supervisor's ability to identify, confront and refer employees who show job performance problems which are often alcohol related. Particular emphasis is being placed on identifying those attitudinal, analytical and organizational factors which may impede the supervisor's role function.

The research is designed to shed further light on the observable gap between program policy and design and the reluctance of supervisors

to carry out their roles and utilize the company alcoholism program. Its overall impact will increase the effectiveness of occupational alcoholism programs.

Women in the Middle Years

[G. Baruch, R. Barnett]

This study seeks to identify the major issues, concerns and gratifications affecting women in the 35 to 55 age category. A series of interviews will be carried out with women in the Greater Boston area. The sample will be divided equally among women who are married with children, married without children and never-married. Each of these categories will then be broken down into sub-groups based on the status of the women's occupations or those of their husbands. The study will focus on the variations in issues faced by women as they grow older while assessing their ability to adjust and the state of their well-being. From this information a conceptual model of the mature adult years for women will be built.

Center for Public Service

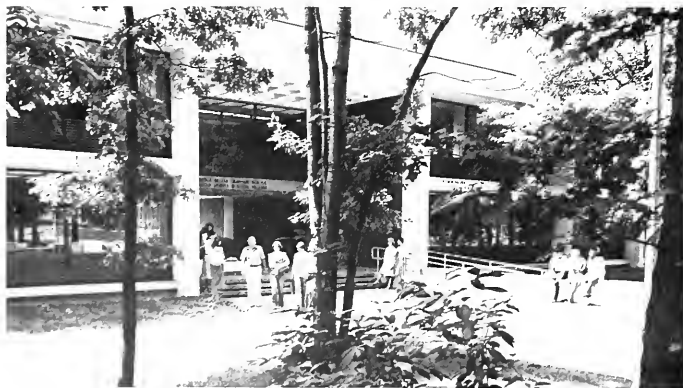
An associated activity of the Heller School is the Center for Public Service. Established in

1978, the Center provides a locus whereby the academic community, business leaders, public officials, and the private citizenry can come together to develop effective policies, programs and implementation methods which can help improve the capacity of government to deliver services and respond to individuals. The Center will conduct activities such as orientation programs in economic development, legal issues, housing concerns, and fiscal management. Community development problems and prospects will be determined and shared through orientation and training sessions for new administrators and locally elected boards. Major national policy issues will be analyzed through forums composed of individuals developing and influencing policy and those affected by policy decisions.

The Center is directed by John Drew, who until recently was director of Federal-city relations for the City of Boston. Heller faculty and advanced graduate students are expected to be active participants in all aspects of the Center's activities.

The Graduate Student At Heller

Jerald Stevens, Secretary of Human Services, Massachusetts, speaking to students and faculty about Massachusetts "workfare" program.



Student Involvement

Students are involved in a variety of activities at the Heller School. A student organization convenes regularly to discuss issues related to academic life at the School. Student representation on committees at the School is assured through a governance document approved by the faculty and students. Besides electing a chairperson to represent the student body to the dean and faculty, students are elected or appointed to the following committees: Dean's Advisory Committee, Curriculum Committee, Grievance Committee, and the Admissions Committee for both the master's and doctoral programs. Students frequently attend faculty meetings. Although they do not vote at the faculty meetings, they are active contributors.

Colloquium Series

The coordination of the Colloquium Series is a responsibility of the student body. Prominent individuals are invited weekly to informally address students and faculty. Last year's guests included: Jerald Stevens, secretary

of human services for Massachusetts; Frances Fox Piven, author of *Regulating the Poor and Poor People's Movements*; Gerald Rosenthal, director of the National Center for Health Services Research; and Carol Greenwald, Massachusetts banking commissioner.

Lecture Series in the Human Services

This series sponsored by the Alfred P. Sloan Foundation and Mrs. Emily Fisher featured four distinguished speakers during 1977-78. Peter Goldmark, the executive director of the New York, New Jersey Port Authority, spoke on "Budgetary Priorities in New York during the Fiscal Crisis;" Mitchell Ginsberg, dean of the Columbia School of Social Work, spoke on "Welfare Reform: Issues and Prospects;" Albert Kramer, judge of the Quincy City District Court and a Heller faculty member, spoke on "Perspectives on Criminal Justice in the Courts;" and Wilbur Cohen, dean of the School of Education at the University of Michigan and former Secretary of HEW, spoke on "Social Policy Issues for the 1980s."

Alumni

Graduates of the School have been successful in securing employment both at universities and in the public sector. They hold such positions as director of the Department of Mental Health, Mental Retardation and Hospitals, State of Rhode Island; director of the Office of Policy and Planning, ACTION, Washington, D.C.; dean, School of Social Welfare, State University of New York (Stony Brook); Presidential Management Intern, 1978-80; senior assistant state attorney, Ministry of Justice, Israel; assistant professor of medicine, Boston University School of Medicine; professor, Department of Urban Studies and Planning, Massachusetts Institute of Technology; executive director, The Medical Foundation, Inc., Boston; Secretary of the Massachusetts Department of Elder Affairs; and White House Fellow, 1978-79.

The alumni organization sponsors an annual continuing education forum. The theme of the fall, 1977 meeting was the future direction of Federal health policy. Alumni have been recruiters for applicants to the School's two educational programs as well as serving as contacts for job opportunities for graduates. They also have been active financial supporters of special programs set up to aid graduate students in need while they attend the Heller School and to assist younger faculty members in their search for research support.

Job Placement

The Heller School receives job announcements from all over the country with openings for faculty, research personnel, and administrative staff. These announcements are run in the weekly bulletin of the School and detailed information is available to interested students. An active correspondence is also maintained with



state agencies throughout the country informing them of the availability of Heller graduates. In addition, a Jobs Conference is held at the School where representatives of public and private organizations have an opportunity to meet and interview prospective applicants. Faculty members at the School, who have excellent contacts, are often sources of job referrals.

Health Services

Prospective students are required to have personal health insurance. Students may elect to participate in the University's health insurance plan underwritten by Blue Cross/Blue Shield or may substitute membership in another plan. Coverage also is available for dependents of students. On campus, medical services and psychological counseling are available through Stoneham Infirmary and the Psychological Counseling Center upon payment of a \$90 fee. This fee does not cover services to students' dependents.

Upon payment of a \$90 fee, continuation students may avail themselves of services provided at the infirmary and the counseling center. Students in this category are also eligible to participate in the University's health insurance plan.

Housing

Graduate housing, from efficiencies to three bedroom apartments, is available in the Charles River Apartments, just down the road from the campus. These apartments are near train service to Boston, and the grounds, along the Charles River, have a playground for children. Coin laundries are to be found in each building and a small shopping center is nearby. For more information write or call: Graduate Housing Office, Brandeis University, Waltham, MA 02154. (617) 647-2164.

For information on off-campus housing contact the Off-Campus Housing Office in Usdan/11, Brandeis University, Waltham, MA 02154 (617) 647-2159.



Participants at 1977 alumni forum on Future Directions of Federal Health Policy: (Left to right) Dr. Richard Eg Dahl, Dean, Boston University School of Medicine; Dr. Herman Somers, Professor, Woodrow Wilson School, Princeton University; Dr. Jonathan Fielding, Commissioner of Public Health, Mass.; Dr. Karen Davis, Deputy Assistant Secretary for Planning and Evaluation (HEW); Ms. Beverlee Myers, Counsel to Subcommittee on Anti-Trust and Monopoly, U.S. Senate.

Athletic Facilities

Tennis courts, squash courts, fencing rooms, track, saunas, and a swimming pool are available to Heller students. A student identification card is necessary to enter these facilities.

Feldberg Computer Center

The Feldberg Computer Center, located on campus, is available to students on a daily basis and at other times through special arrangements. Mini-courses are held on the use of the computer at the Center with more detailed instruction given through the Heller School and the computer science program. Staff systems analysts are available for assistance during the day and student "handholders" during the night.

Libraries

The Goldfarb Library and the Gerstenzang Library of Science, situated within easy walking distance of the Heller School, house approximately 729,500 volumes, microfilm holdings, periodical titles and newspapers. In addition, the Heller School has its own reading room where many journals relevant to the areas of study at the School are to be found. In certain specialized areas, e.g., health care and mental retardation, there are extensive individual collections housed at the School available to students.

Financial Information & University Regulations

Tuition and Fees

Application Fee — \$25

Payable by applicants for admission to both the Ph.D. and Master's Programs at the time the application is submitted. Checks and money orders should be made payable to the order of Brandeis University. No application for admission will be processed until this fee is paid. This fee is not required of Brandeis graduates.

Master's Program

All full-time Master's Program students will pay in 1978-79 a tuition fee of \$5500 for 12 months. Part-time students pay at the rate of \$500 per course.

Deposit Fee — \$150

All students who are admitted to the Master's Program will be expected to pay this fee to reserve a place in the entering class. This is a non-refundable fee which will be applied toward tuition for matriculating students.

Diploma Fee — \$10

Payable by all students who are candidates for the Master's Degree in Human Services Management.

Ph.D. Program

All full-time students pay a tuition fee of \$4650 per year. Part-time students pay at the rate of \$582 per course.

Post Residence Fee — \$350

Students who have completed their residence requirements and who wish to continue in residence to utilize any academic service or University facility may petition the dean of the Heller School to become a post-resident and pay a fee of \$350. A student who is eligible for registration on a post-residence basis may file a program card for full-time study with the approval of an advisor. Students in this category must be covered by health insurance.

Continuation Fee — \$20

Payable annually by graduate students who have completed residence requirements and who are not registered during the period in which they are preparing for the completion of degree requirements.

Final Doctoral Fee — \$250

This fee covers all costs for the year in which the Ph.D. degree will be conferred, including the costs for the microfilm publication of the doctoral dissertation; the publication of the abstract of the dissertation in "Dissertation Abstracts;" copyright protection; issuance of a Library of Congress number and appropriate library cards; and binding of two copies of the dissertation, one for use in the University library, and one Xerox-printed copy in book form for the author. The final doctoral fee also covers the rental expenses for academic robes for graduation and cost of the diploma. Students who have been in residence in their final year may deduct any tuition charges paid to the University in that final year. Students who have paid the continuation fee in the final year may deduct that fee from the final doctoral fee. *Note: All candidates for the Ph.D. degree must pay the \$250 final doctoral fee prior to the receipt of their degree.*

Refunds

The only fee which may be refundable, in part, is the tuition fee. No refund of the tuition fee will be made because of illness, absence or dismissal during the academic year. If a student withdraws, he or she may petition the dean of the Heller School for a partial refund of tuition in accordance with the following:

Before the opening day of instruction: 100% of semester tuition.

On or before the second Friday following the opening day of instruction: 75% of semester tuition.

On or before the fifth Friday following the opening day of instruction: 50% of tuition.

After the fifth Friday following the opening day of instruction: no refund.

All refunds are subject to review and final approval of the controller, and will be disbursed by him upon written request.

University Regulations

Financial Policy

Payment of tuition and fees is due when billed. A student who defaults in the payment of indebtedness to the University shall be subject to suspension, dismissal, and refusal of a transfer of credits or issuance of a transcript.

Such indebtedness includes, but is not limited to, delinquency of a borrower in repaying a loan administered by the Student Loan Office, and the inability of that office to collect such a loan because the borrower has discharged the indebtedness through bankruptcy proceedings.

A student who has been suspended or dismissed for nonpayment of indebtedness to the University may not be reinstated until such indebtedness is paid in full.

University Records Policy

The Brandeis University Records Policy contains procedures and constraints governing the disclosure to third parties of personally identifying information gained from official records; procedures and rights governing student access to his/her educational records; the nature and location of various records maintained by the University and the title of the University official responsible for their maintenance, supervision, and interpretation; and procedures by which students may seek to remedy alleged inaccuracies in University records.

In addition, students are invited annually to decide whether they wish the Heller School or the University to disclose "directory information" to inquirers. Directory information consists of name, address and telephone number. If the University is instructed to withhold directory information, only the student's name will be

disclosed to inquiring parties (except in emergencies or as otherwise allowed by law); otherwise all items of directory information will be disclosed. Consult the assistant dean of the Heller School for additional information on the University Records Policy.

Dismissal from the University

The University reserves the right to dismiss or exclude at any time any students whose character, conduct, academic standing or financial indebtedness it regards as undesirable, through disciplinary procedures established in the Graduate School. Neither the University nor any of its trustees or officers shall be under any liability whatsoever for its disciplinary action, exclusion or dismissal.

Biographical Sketches Of The Faculty & Senior Research Staff



Stuart H. Altman, the dean of the Heller School, is an economist whose research interests are primarily in the area of Federal health policy. Between 1971 and 1976, Dean Altman was the Deputy Assistant Secretary for Health Planning and Evaluation at HEW. From 1973 to 1974, he was also deputy administrator at the Cost of Living Council, where he was responsible for developing the Council's program on cost containment. He is currently an adviser to the Office of Technology Assessment, the Institute of Medicine, the Josiah Macy Foundation, and the Health Care Financing Administration (HEW). He also serves on the editorial board of *The Journal of Human Resources* and *Policy Analysis*. Recent publications include "Technology on Trial — Is It the Culprit Behind Rising Health Costs? The Case For and Against," and "Constraining the Medical Care System: Regulation as a Second Best Strategy."

Robert H. Binstock, a political scientist, is director of the program in the Economics and Politics of Aging. A former president of the American Gerontological Society (1975-76), he served as director of the White House Task Force on Older Americans in 1967-68, and as chairman of the Adult Development and Aging Research and Training Committee, National Institutes of Health, 1971-72. He has authored or co-authored *Feasible Planning for Social Change* (with Robert Morris); *The Politics of the Powerless*; and *Handbook of Aging and the Social Sciences*, among others. He has also written numerous articles and monographs on the politics and political processes of the aged and frequently testifies before congressional committees on issues relating to the elderly.

Gordon Chase is principally interested in management in the public sector. Until recently, he was director of Executive Programs in Health Policy and Management at Harvard University. Previously, he was administrator of the Health Services Administration for the City of New York, staff director of the U.S. Equal Employment Opportunity Commission, deputy assistant administrator for programs in the Agency for International Development and a member of the White House Staff during the Kennedy and Johnson administrations. He has been a consultant to several state agencies in evaluating their operations and is currently writing a textbook on public management.

Gunnar Dybwad specializes in the field of mental retardation and other developmental disabilities. He has previously served as executive director of the Child Study Association of America and of the National Association of Retarded Citizens, and as consultant to President Kennedy's Special Assistant on Mental Retardation, the U.S. Public Health Service, the U.S. Office of Education, the President's Committee on Mental Retardation and numerous state agencies. He is currently president of the Epilepsy Society of Massachusetts, is one of the directors of the Foundation for Exceptional Children, and is a member of the American Bar Association's Commission on the Mentally Disabled. Recent publications include "Trends in the Protection of Children's Rights" and "The Judiciary's Protective Role and the Separation of Powers in the Light of Recent Consumer-Inspired Court Cases."

Barry L. Friedman's principal research interest is policy analysis in the area of income maintenance. He has studied issues related to labor supply, job creation, and program design and administration. A secondary interest is in the development of managerial forms and examination of their role within the broader economy, focusing on the relationships between large public or private organizations and the market sector. Recent publications include (with Leonard J. Hausman) *Work, Welfare and the Program for Better Jobs and Income*, prepared for the Joint Economic Committee and "Welfare in Retreat: A Dilemma for the Federal System."

Janet Zollinger Giele, a sociologist, is studying the changing roles of women, family policy, and the middle years of the life cycle. In the past, she taught at Wellesley College, was a fellow at the Radcliffe Institute, and served as principal consultant to the Ford Foundation Task Force on Women. During 1977-78 she chaired an interdisciplinary study group on Women in the Middle Years sponsored by the Social Science Research Council. She has been a consultant to a number of foundations and is a member of the editorial board of *Women's Studies*. Her works include *Women: Roles and Status in Eight Countries and Women and the Future: Changing Sex Roles in Modern America*.

David G. Gil concentrates his teaching and research mainly on social philosophy, social theory, social policy, alternative social orders, and political theory and practice. He has also conducted a nationwide epidemiologic study of child abuse. His works include *Unravelling Social Policy, The Challenge of Social Equality, Violence Against Children, and Child Abuse and Violence* (editor). Active in many organizations, including the Association for Humanist Sociology and the National Committee for Prevention of Child Abuse, he advises the Institute of Child Behavior and Development of the University of Iowa, and *Catalyst, A Socialist Journal of the Social Services*. He is on the editorial boards of *Humanity and Society, Sociology and Social Welfare, Social Development Issues, and Evaluation and the Health Professions*.

Robert G. Gilbertson specializes in the use of information systems in management. His research interests include investigating distributive processing, defining the factors influencing the transfer of information in organizations, and structuring the proper role of the information processing function in organizations. He has written an *Information Systems Glossary for General Managers* and is completing a casebook on management information systems.

Arnold Gurin, former dean of the School, is chiefly interested in organization and administration, planning, social service delivery systems and Jewish community organization. Currently directing a manpower study for the Council of Jewish Federations, he also is preparing a monograph on administration and management in human services, initiated while a visiting scholar at the Center of Advanced Study in the Behavioral Sciences at Stanford. He has contributed a chapter to a book, *Management of Human Services*; his other publications include *Community Organization Curriculum in Graduate Social Work Education and Community Organization and Social Planning* (with Robert Perlman).

Leonard J. Hausman is director of the Human Services Management Program. His research focuses on the design of income maintenance programs and the evaluation of their effect on work behavior. Most recently, with Barry L. Friedman, he prepared for the U.S. Joint Economic Committee a detailed evaluation of President Carter's Welfare Reform Plan. Presently, he is engaged in an evaluation of the Massachusetts "workfare" program for heads of AFDC-UF families for the Department of Labor. In 1970-71 he was one of the architects of the Ribicoff-Sargent alternative to President Nixon's Family Assistance Plan.

Robert B. Hudson's principal research and teaching activities are in political aspects of social policy formulation and implementation, with particular emphasis on public policies for the aging. His publications deal with political attitudes and behavior of the elderly, analysis of public policies affecting older persons, and implementation issues in the Older Americans Act and Title XX of the Social Security Act. He has been a consultant to the Administration on Aging and the Urban Institute, and he is currently a member of the editorial board of *The Gerontologist*.

Kenneth J. Jones is interested in the area of costs, financing, and efficacy of various service modalities for the developmentally disabled. Recent publications include "The Costs of Ideal Services to the Developmentally Disabled Under Varying Levels of Adequacy," and "Policy Implications for the Five-Year Study of Cost and Services Needs of the Developmentally Disabled." He is a fellow of the American Association for the Advancement of Science.

Wyatt C. Jones studies the impact of large-scale interventions on individuals, groups and society, with emphasis in the areas of mental illness, alcoholism, utilization of health services and deinstitutionalization. His teaching centers on research design and methodology, use of secondary data, information systems and evaluation. He serves on the editorial boards of the *Journal of Health and Social Behavior*, *Journal of Social Science Research*, *Journal of Mental Deficiency and Evaluation Quarterly* (associate editor), and has co-authored *Social Problems: A Social Policy Perspective*.

Lorraine V. Klerman approaches social welfare problems from a public health perspective. Her research and teaching concern the health and welfare of pregnant women, young children, and adolescents, with particular emphasis on school-age pregnancy. She has served on the Research Review Committee of the National Institute of Alcohol Abuse and Alcoholism, as an associate editor of the *Journal of Health and Social Behavior*, and as project director, Task Force on Children's Services, Massachusetts Committee on Children and Youth.

Albert L. Kramer, a district court judge in Massachusetts, specializes in the politics and administration of government. He was chief policy adviser to former Massachusetts Governor Francis W. Sargent with responsibility for researching, drafting and writing major state policy papers and speeches. He was founder and director of the Massachusetts Law Reform Institute and executive director of the Voluntary Defenders Committee, Inc.

Norman R. Kurtz, a sociologist, specializes in the field of alcoholism. Current research interests include evaluation of occupational alcoholism programs and related social welfare issues. He has recently co-authored "Pain as a Joint Function of Alcohol Intake and Customary Reasons for Drinking." A special consultant to the director of the National Center for Health Services Research (NCHSR), he also is chairperson of the oversight committee for NCHSR's Evaluation of the Computerized Problem-Oriented Medical Records System, and of the Training Review Committee of the National Institute of Alcohol Abuse and Alcoholism.

David B. Lipsky, an economist, specializes in industrial and labor relations. His recent publications include "The Composition of Strike Activity in the Construction Industry" and *The Effectiveness of Union-Management Safety and Health Committees*, a report to the Ford Foundation. He is an associate editor and member of the editorial board of the *Industrial and Labor Relations Review* and a member of the Panel of Mediators and Factfinders for the New York Public Relations Board.

Ann E. MacEachron is program director of the Mental Retardation Research Training Program and director of social psychology at the Eunice Kennedy Shriver Institute for Research in Mental Retardation. Her current research in the area of mental retardation deals with management of residential homes, the analysis of health care needs, and the description of ideal comprehensive service delivery systems in the community. Two of her recent articles are: "Two Interactive Perspectives on the Relationship between Job Level and Job Satisfaction," and "A Review of Evaluation Strategies for Regional Human Services."

Robert Morris has research interests that include policy and program development in the social services, health care, aging, and the adoption of scientific innovation. He was founder and served from 1970 to 1976 as director of the Levinson Policy Institute. In recent years, he has served in consulting and advisory capacities to the National Institute of Mental Health, the Veterans Administration, the International City Management Association, the Department of HEW Office of Planning, and Office of Human Development Service, among others. He has authored or co-authored *Centrally Planned Change; Toward a Caring Society*; and *Social Policies of the American Welfare State* (forthcoming), as well as numerous articles.

Robert Perlman is director of the Heller School's Ph.D. program and of the program of research and training in Public Policies and the Family. His teaching and research center on policy analysis from the perspective of the American family. He recently co-authored *Families in the Energy Crisis* and is the author of *Consumers and Social Services*. He has taught social planning and is co-author of *Community Organization and Social Planning* (with Arnold Gurin).

John F. Scott, who specializes in the field of mental health, has been a part-time member of the Heller School faculty since 1964. He is director of the Worcester Youth Guidance Center, a comprehensive mental health center for children. He teaches at the University of Massachusetts Medical School in the Department of Psychiatry and is a consultant to the Worcester Police Department Training Academy. His interests range from mental health education to adolescent suicide to drug abuse. His most recent publication is "Strategic Intervention: A Multi-Discipline and Multi-Facet Mental Health Program for the Hispanic Community." He is a member of the Governor's State Council on Juvenile Behavior, Commonwealth of Massachusetts, and holds numerous consulting positions.

Charles I. Schottland, one of the founders of the Heller School, served as its dean from 1959 to 1970 and again from 1976 to 1977. He was president of Brandeis University from 1970 to 1972. Before coming to Brandeis, Mr. Schottland was Commissioner of the Social Security Administration under President Eisenhower, and prior to that, director of the California State Department of Social Welfare. The author of numerous articles in the fields of international social policy, social security, social welfare and medical care, he has written two books: *The Social Security Program in the United States* and *The Welfare State*. He is currently writing *Judicial Decisions, Social Problems and Social Welfare Policy*. Mr. Schottland's current research and teaching examine social welfare policy and the law, and legal aspects of human services administration.

James H. Schulz specializes in the areas of income maintenance and aging policy. Prior to coming to Brandeis he worked at the U.S. Office of Budget and Management. Prof. Schulz testifies frequently before Congressional committees and served on the Senate Special Committee on Aging Task Force on the Economics of Aging. He was general editor and coordinator for the project producing the Background Papers for the 1971 White House Conference on Aging. Recent publications include: *Providing Adequate Retirement Income* and *The Economics of Aging*.

Leslie L. Spero is a specialist in financial management controls in nonprofit organizations. His current research relates to the statistical aspects of auditing, which have important implications for public programs such as Medicaid and Social Security.

John P. Spiegel, a psychiatrist, is director of the program in Ethnicity and Mental Health. His teaching involves social psychiatry, and ethnicity and mental health, with special emphasis on policies relating to mental health training and service delivery. A recent past-president of the American Psychiatric Association (APA), he is a member of the APA board of trustees, vice president of the American Family Therapy Association, president of the Mental Health Film Board, and a member of the board of trustees of the American Academy of Psychoanalysis. He has written the introduction to a recently published book, *Current Perspectives in Cultural Psychiatry*.

Senior Research Staff

Rosalind C. Barnett is a clinical psychologist who is involved in research concerning the psychology of women, especially career development, sex roles, and aging as well as parental child-rearing practices and values as they affect sex-role development. She has recently co-authored a book with Grace Baruch, *The Competent Woman: Perspectives on Development*, and is writing a book entitled *Raising Competent Daughters*.

Grace Baruch is a developmental psychologist specializing in sex-role socialization over the life span and in the psychology of women, especially in relation to work and mental health. Her current research centers on women in the middle years and fathers' participation in family work. She is co-author, with Rosalind Barnett, of *The Competent Woman: Perspectives on Development* and *Raising Competent Daughters* (forthcoming).

Rosemary F. Dybwad, a sociologist, is primarily concerned with the international aspects of mental retardation and other developmental disabilities. From 1964 to 1967 she was co-director, with Gunnar Dybwad, of the Mental Retardation Project of the International Union for Child Welfare, Geneva, Switzerland. She is the author of numerous articles, and in 1978 edited the second edition of her *International Directory of Mental Retardation Resources*. She and her husband have received awards for their distinguished services both from the American Association on Mental Deficiency and the International League of Societies for the Mentally Handicapped.

Andrew B. Hahn is a labor market specialist with a major interest in the employment problems of both low-income families and professionals. His current research activities include: evaluation of mandatory work requirements in income maintenance programs, examination of the role of work values in promoting work effort, and exploration of new organizational forms for managing public sector professionals' work. Presently, he is project director of an evaluation of the Massachusetts "workfare" program and associate director of a national study on Jewish federation professionals.

Robert W. Heiny is concerned with policy formation and implementation in the human services, especially as they relate to interagency service integration, relationships between service systems and client benefits, staff training and retraining, and long-term support for populations with special needs and their families. He consults with human services and education agencies about designs and implementation of service systems, is a board member of the Institute for Development of Education Alternatives, Inc., and is a member of the editorial board of the *International Journal of Rehabilitation Research*. Publications include analyses of human services (and systems to monitor them) available to populations with special needs.

John C. Papajohn, associate director of the Ethnicity and Mental Health Project, has been involved in teaching and research in the area of ethnicity and mental health, with special emphasis on the acculturation stress experienced by members of different ethnic groups in adapting to the American social system. In the past, he has taught courses on ethnicity and social policies and practiced behavior therapy. A member of the editorial board of the *Journal of International Family Therapy*, he has recently co-authored "Transactions in Families."

Alan Sager serves as research director of the Levinson Policy Institute, the research unit of the School directed toward long-term care issues. His principal teaching and research interests are in long-term care, health planning, and hospital ecology. Two studies are in progress: one estimates the cost of a home alternative to nursing home care and the other analyzes urban voluntary hospitals' responses to racial change in surrounding neighborhoods. He is a member of the Comprehensive Health Planning Council of Greater Boston and of the Joslin Diabetes Foundation's Long-Term Planning Committee. He expects to receive a Ph.D. degree from MIT, Department of Urban Studies and Planning, in 1979.

Stanley S. Wallack, an economist, is director of the Center for Health Policy Analysis and Research. From 1970 to 1975 he was the director of the Division of Health Resources in the Office of the Assistant Secretary for Planning and Evaluation (HEW). He was involved in legislative development, evaluations and regulations for health manpower, health planning, health facilities, biomedical research, as well as other program areas. From 1975 to 1977, he served as deputy assistant director of the Congressional Budget Office, for Health, Income Assistance, and Veterans Affairs. In that capacity he worked with Senate and House legislative staffs on a variety of issues, including welfare reform, social security financing, health manpower, child health, health maintenance organizations and health care cost containment.

Thomas R. Willemain is principally concerned with the application of operations research methods to social welfare planning with particular emphasis on long-term care. His publications include "A Model for the Certification of Need for Long-Term Care Beds," "Nursing Homes and the Roemer-Feldstein Hypothesis," and "Contexts for Mathematics in Health Planning." He has consulted on program design and evaluation of several emergency medical services and long-term care programs.

Courses of Instruction

Ph.D. Program

SOCIAL WELFARE

1.00 The Social Context of Policy Issues

Explores those aspects of America's social and economic institutions, ideologies, and types of structures and processes which are most relevant to social policy development, implementation, and assessment; explores the relation of various modes of social policy analysis to the American social structure; introduces students to the major social welfare and social policy concerns of the Heller School. *Required of all Ph.D. students.*

Mr. Marris

1.08 Social Welfare Policy and the Law

A review of the law and its impact on social welfare programs including: law as an expression of social policy; social policy as established by law through legislation, administrative regulations, and judicial decisions. Judicial decisions as the vehicles for social change; the law and social action — critical points of citizen intervention in the statutory, administrative, and judicial processes.

Mr. Schottland

POLICY, PLANNING AND ADMINISTRATION

2.01 Introduction to Social Planning

Basic issues in planning and implementation are reviewed with emphasis on rational decision-making, political processes, and organizational constraints. Different types and levels of planning are considered. Tasks and techniques are examined in terms of current planning practice in the human services, including needs assessment, program design, and decision-making processes.

Mr. Perlman

2.02 Social Planning and Policy Development

Policy planning theory and methodology are examined through a framework for policy analysis. Selected cases of social planning at national and regional levels are considered in historical and contemporary aspects. Planning theory and planning techniques are critically analyzed in an attempt to identify how they alter the course of policy development and policy execution. Special attention is given program design linked to national policy; past policies which have failed are compared with proposed alternatives.

Mr. Morris

2.08 Social Theory and Social Policy

Social policies are viewed from a holistic-evolutionary perspective as chains of choices concerning development of resources, organization of work and allocation of roles, and distribution of rights. The course explores how needs in the context of scarcities give rise to emerging interests, to conflicts or creative cooperation in pursuing these interests, to value orientations and corresponding societal structures and consciousness, and to interpretations and rationalizations of social orders, of "reality," and of nature. These theoretical considerations lead into a study of a conceptual model of social policies and of the force-field shaping their evolution. From this model, a general framework is derived for analyzing existing and proposed social policies, and for generating alternative policies and comprehensive, alternative systems of social policies.

Mr. Gil

2.16 Models for Organizing Social Service Delivery Systems**

2.20 Policy/Family Interactions

Examines the reciprocal effects between changes in policies and changes in the structure and functioning of families. The content includes:

(1) concepts and models of the family in relation to its environment; (2) alternative means of analyzing policies that affect families; and (3) defining research problems in this area and selecting appropriate methodologies.

Prerequisite: 2.21

Mr. Perlman

2.21 Family Life and Social Policies

Compares various perspectives on the family's position in society and its relation to social policy. Through lectures, class discussion, and readings, it (1) reviews alternative theoretical orientations toward the family; (2) maps the range of substantive policies that affect the family; and (3) considers the various target groups to whom "family policies" are directed.

Ms. Giele

**Not offered in 1978-79.

SOCIAL SCIENCE

3.13 Problems of Deviance

The history, epidemiology, etiology, intervention strategies, and problems of deviant behavior. Explores in depth a selected number of problems such as mental health, drug addiction, and crime.

Mr. Scott

3.14 Studies in Theory of Political Action

Uses the holistic-evolutionary conception of social policies as a basis for studies of political action theory aimed at fundamental social transformation. Explores following related topics:

Modeling Social Systems: alternative social, economic, and political systems, designed to overcome prevailing social problems; *Political Strategy*: existing and alternative political action strategies for the transformation of the prevailing social order into specified alternative social orders; *Political Action and Professional Practice*: an exploration of ways of integrating an intentional political component into the practice of policy analysts, planners, administrators, educators, and other social change activists.

Mr. Gil

3.20 Planned Economies

Analysis of the interrelationships between a nation's economic development, the structure of the political economy, and the social welfare of its people: (a) contrasts between market and communist systems in the use of politico-economic mechanisms, (b) potentials for new combinations of "planning" techniques and institutional arrangements, (c) the extent of, inevitability, and welfare implications of income and wealth inequality in various countries, including developing nations. Prerequisite: 3.21A or permission of the instructor.

Mr. Schulz

3.21A Microeconomics

An introduction to the uses of economics in analyzing social welfare problems. The course begins with an overview of how the economy fits into the broader social context. It then focuses on ways economists have developed to think about resource allocation problems and attempts to show that these concepts provide useful tools for analyzing social welfare problems. While the tools come primarily from microeconomics, the emphasis of the course will be on the analysis of social welfare policy.

Mr. Friedman

3.21B** Macroeconomics

3.22** Urban Economics

3.23 Health Economics

Provides an examination of the economic aspects of the production, distribution, and organization of health services. The course is devoted to applying the framework of economic analysis to the health services sector. Special attention is given to supply and demand of medical care facilities and markets for manpower. Prerequisite: 3.21A or permission of the instructor.

Mr. Berry

3.24** Introduction to Political Economy

3.25A&B** Labor Economics

3.28** The Development and Scope of Public Intervention in the United States

**Not offered in 1978-79.

3.29 Bureaucratic Politics and Policy Implementation

Familiarizes students with theoretical and empirical material addressed to the role of bureaucracies in the formulation of social policies and the manner in which policies, once formulated, are implemented at the national and sub-national level. Issues to be considered: the bureaucracy as a locus of policy initiation, innovation, and obstruction; the manner in which legislative intent is translated into administrative regulations and guidelines; the incentive system in bureaucracies as it affects goal attainment; factors responsible for the expanded role of bureaucracies and the consequences of this expanded role for democratic government. Concern with implementation centers on the environment in which implementing officials must work, the particular constraints affecting their efforts, problems in reconciling conflicting mandates, the factors which guide behavior in choosing goals and strategies, and factors affecting success or failure in realizing goals.

Mr. Hudson

3.32 Urban Politics

An examination and analysis of government, politics, and policy development in urban America. The first half of the course focuses on the transition from national policy processes to local policy processes. Throughout the latter half of the course, special attention is given to questions concerning the development and implementation of public policy for urban areas.

Mr. Binstock

3.36 Theoretical Perspectives on Organizations and Administration**

3.41 Income Distribution**

3.44 The Design of Income Maintenance Programs

The target population for redistributive programs is considered. The principal elements of programs in the family of income subsidies, which include negative income taxes, demogrants, and children's allowances, are described and analyzed. Similar consideration is given to commodity subsidy and social insurance programs. More detailed aspects of these programs, such as income accounting systems, are examined. How income transfers affect work behavior and family structure is a concluding section.

Mr. Hausman

RESEARCH

4.01 Research Methods and Statistics and 4.02

Introduces students to basic concepts of research design and statistical techniques. In addition, students will be instructed in the use of SPSS (Statistical Package for the Social Sciences). It will be expected that, upon completion of the two-semester course, students will be knowledgeable about research design and be able to apply statistical techniques (including simple correlation and analysis of variance), operate the key punch, and be able to organize, submit, and interpret computer runs. Work on the computer will be integrated with classroom lectures. Each student will be provided with data, and staff is available to provide necessary technical assistance. *Required of all Ph.D. students.*

Mr. Kurtz

**Not offered in 1978-79.

4.04 Regression and Analysis of Variance

This course deals with simple correlation, partial and multiple correlation, and analysis of variance, from theoretical and applied perspectives. Knowledge of elementary statistics and SPSS is required. Prerequisite: 4.01 and 4.02 or equivalents.

Ms. MacEachron

4.06 Factor Analysis and Multivariate Designs

Introduces the student to and provides experience with multivariate methods. Involves the completion and report of a multivariate analysis using computer techniques, which is worked out with the instructor and will normally be allied with the student's dissertation topic or proposed topic.

Mr. K. Jones

4.08 Evaluative Research

The role of evaluative research in programs of directed social change will be considered from a number of viewpoints: the philosophical orientation of scientific investigations, the goals and models of social science research, the design of outcome studies, the appropriate methodological strategies, and the institutional contexts in which they are embedded. *Required of all Ph.D. students.*

Mr. W. Jones and Faculty

4.41 Dissertation Seminar

An individual seminar on methodologies for dissertation research. Limited to advanced students who, with the approval of their advisers, have selected a dissertation topic and prepared their substantive papers. Enrollment by permission of the instructor only. [Not to be used to satisfy the 12-course requirement.]

Mr. W. Jones

4.42** Methods of Survey Research

4.43 Social Forecasting Methodology
Computer applications of standard (and some non-standard) data reduction procedures for surveys and questionnaires. The algorithm proceeds from contingency tables (cross-tabulations), to correlational analyses (zero-order matrices), to factor analyses (centroid, cluster, discriminate), to scaling (Cronbach alpha, SPSS-Reliability, etc.). Attention is given the specification of typologies, the replication of standardized scales, and the use of the results in multivariate analyses (regression, partials, Anova, Ancova). Some newer alternative formulations to these traditional methodologies are tested on an experimental basis. Prerequisite: 4.06 or equivalent or permission of the instructor.

Mr. K. Jones

4.60** Laboratory in Interactive Computer Analysis

SPECIALIZED COURSES

5.13 Issues in National Health Policy

An overview of the U.S. health delivery and financing system is followed by an analysis of the major issues and trends in the health field. The course examines the role of private and public financing programs with particular attention to the relationship among the Federal government, state governments and health-care providers; the reasons behind rising health care costs, efforts at containment and future options with special emphasis on an analysis of the Economic Stabilization Program (1971-1974); national health insurance; governmental efforts at planning and regulation with particular attention to an analysis of the National Health Planning and Resources Development Act of 1974.

Mr. Altman

5.15 Long-Term Care Policies and Planning

Provides an overview of the causes, prevention, prevalence, and impact of long-term handicapping conditions. Current service systems, their organization, staffing, and financing are analyzed in terms of past public policy and present and future options. Problems generic to all long-term conditions are reviewed. These include fragmentation of program funding and absence of responsibility; the search for alternatives to institutional care; coordination of medical and social services; and competing professional values and goals. Prerequisite: 3.23 and 5.13 or equivalent knowledge.

*Mr. Sager
Mr. Willemain*

5.22 The Politics and Policy Processes of Aging

Examines three major issues: the ways in which aging becomes manifest politically through older individuals and groups; the extent to which aging is expressed in distinctive political patterns and has unusual consequences for political systems; the political processes through which selected public policies directed toward aging persons are evolved and implemented.

Mr. Binstock

5.23 Economics of Aging

Focuses on major decisions and constraints affecting economic welfare in later life. The economic status of the aged is examined in a general framework of income distribution concepts and policies. The interaction of demographic and economic variables and the interrelated settings of work and retirement are analyzed. Major attention is given to the role of pensions (including cross-national comparisons), measures of adequacy, and financing mechanisms.

Mr. Schulz

5.24 New trends in Services to Children and Families

A basic course in child welfare examining the new trends in the child welfare field and policy issues administrators face in dealing with child welfare services. The course will look at current reorganization at the Federal level and its significance to services to children and families; the child welfare system in the United States; and the roles of a variety of health, welfare, education, and related agencies in servicing children.

*Mr. Dybwad
Mr. Schottland*

5.42 Comprehensive State Planning for the Handicapped

An introduction to the realities of state planning with particular reference to new approaches aiming at comprehensive state-wide planning for services to handicapped citizens.

*Mr. Dybwad
Ms. MacEachron*

5.71 Social Aspects of Mental Health and Illness

Designed for students interested in a survey of the basic issues currently salient among the mental health professions. The issues are examined from the viewpoint of psychiatry and other professions (clinical psychology, social welfare, nursing and paraprofessionals), and addressed with respect to their implications for social policy.

Mr. Spiegel

5.72 Community Mental Health

Identifies, describes and classifies concepts that collectively constitute a framework for community mental health programs. Concepts derived primarily from social science theory are utilized. Selected policy issues associated with current community mental health approaches are analyzed.

Mr. Scott

5.73 Introduction to Mental Retardation: Mental Retardation and the Human Services Network

As a result of new substantive knowledge, new training and rehabilitation techniques, intensive pressure from consumer groups, a greater public acceptance of handicapped persons and most recently judicial support for the rights of minority groups, including the mentally handicapped, the field of mental retardation is undergoing profound changes. This course traces the interrelationship of these changes to the evolving concept of a human services system in state government.

*Mr. Dybwad
Ms. MacEachron*

5.74 Ethnicity and Mental Health

This course begins with a review of the background of collaboration between psychiatry and cultural anthropology in the period 1920-1940. Attention then centers on the more recent interest in the context of community mental health with the delivery of culturally appropriate services to ethnic and minority groups. Both the ethnographic and the mental health literature for a number of different ethnic groups is intensively reviewed with case illustrations from the Program in Ethnicity and Mental Health at the Cambridge and Lindemann Community Health Centers directed by the course instructors.

*Mr. Spiegel
Mr. Papajohn*

5.75 Application of Social Theory to Alcohol Use

The seminar is organized around a review of social science explanations of alcohol use and their relationships to existing social policies in alcohol. The seminar is especially tailored to meet the needs of participating students.

Mr. Kurtz

5.76 Seminar in Alcohol Research

This seminar provides students with an opportunity to identify and analyze current policy issues in alcoholism. The policy issues addressed by students are approved by the instructor or are based on the interests of the students and priorities in the field.

Mr. Kurtz

Master's Program

Ph.D. students may select two courses designated as management courses toward their minimum course requirement.

2.50* Financial Management in Nonprofit Organizations

An examination of the basic issues involved in the management of funds in nonprofit organizations, both governmental and private. The course gives students a basic understanding of the purpose and function of various forms of financial record-keeping.

Required of all master's students.

Ms. Herzlinger

2.51* Management Control in Nonprofit Organizations

Prepares students to exercise internal management control over an organization. It examines financial and programmatic types of controls; the unique problems that face managers of nonprofit organizations; the use of accounting systems to establish control over an organization. *Required of all master's students.*

Mr. Spero

**Specifically designed as management courses.*

2.52* Problems in Public Management

Examines a variety of problems involved in the management of public agencies; various organizational and environmental factors that affect management; management techniques and administrative devices to assist in managing large organizations; and the role of community groups. Much of the course is devoted to a study of actual cases. *Required of all master's students.*

Mr. Chase

2.53 Organization and Administration

A survey of organizational theory and research as applied to administration of human services organizations. Topics include: the organization and its environment; organizational design and planning; and decision-making, implementation, and program evaluation. Case illustrations will be drawn from human services. *Required of all master's students.*

Mr. Gurin

2.54* Personnel Management and Labor Relations

A review of the issues, problems, theories, and functions involved in the personnel management of public agencies; the characteristics of collective bargaining and labor relations in the public sector.

Mr. Lipsky

2.55* Introduction to Information Systems

The objective of the course is to develop an understanding of the impact, technology, management, and potential uses of computer resources within an organization; the importance of management involvement; management control techniques; planning the use of computer resources; and the development of an informed general management perspective toward computer-based systems.

Mr. Gilbertson

3.50 Decision Theory and the Economics of Information**

3.51 Techniques of Administrative Reform

A review of practices in bringing about administrative reform in governmental organizations; an analysis of factors hindering effective administrative reform and methods of effectuating organizational change.

Mr. Kramer

3.54 Economics of the Public Sector

Initially, consideration is given to the role of government in a market-oriented, private enterprise economy. A related discussion covers the economic role of voluntary, nonprofit organizations. Whether Federal, state, or local government should be handling a particular function is a second concern. Third, the criteria by which the mix of government, private nonprofit, and private profit-making organizations are determined in delivering particular human services is a major focus of the course. *Required of all master's students.*

Mr. Hausman

4.50 Social Program Evaluation

An examination of social interventions, the role and function of evaluation studies, evaluation design, special problems in assessing programs, and the potentialities and limits of evaluation studies.

Faculty

*Specifically designed as management courses.

**Not offered in 1978-79.

5.50 Analysis of Trends in Human Service Delivery Systems

A systematic examination of service delivery systems in the human services; changing patterns in service delivery; obstacles and roadblocks to improved service delivery; integration of service systems; examination of specific programs, services, and issues in the field. *Required of all master's students.*

*Mr. Dybwad with
Mr. Schottland
Mr. Gurin*

5.52 Legal Aspects of Human Services Administration

Gives students some understanding of the role of law in our society as the fundamental expression of social policy and acquaints them with the growing trend of court decisions that impinge on day-to-day administration of public welfare services. The course examines the legislative, administrative, and judicial processes; illustrative judicial decisions affecting administrators in the field of public human services will be discussed.

Mr. Schottland

Courses in the Ph.D. program from which master's students must select at least three.

Health

3.23 Health Economics

5.13 Issues in National Health Policy

5.15 Long-Term Care Policies and Planning

5.71 Social Aspects of Mental Health and Illness

5.72 Community Mental Health

Gerontology

5.22 The Politics and Policy Processes of Aging

5.23 Economics of Aging

Income Maintenance

3.25A&B Labor Economics**

3.44 The Design of Income Maintenance Programs

Developmental Disabilities

5.42 Comprehensive State Planning for the Handicapped

5.73 Introduction to Mental Retardation: Mental Retardation and the Human Services Network

Child Welfare & Family Studies

2.20 Policy/Family Interactions

2.21 Family Life and Social Policies

5.24 New Trends in Services to Children and Families

Alcoholism

5.75 Application of Social Theory to Alcohol Use

5.76 Seminar in Alcohol Research

Other

2.16 Models for Organizing Social Service Delivery Systems**

****Not offered in 1978-79.**

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